

ABBEVILLE SCHOOL DISTRICT

400 Greenville Street
Abbeville, SC 29620

GRADES PK-12

ENROLLMENT 3,739 Students

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. C. Allen Kolb 864-366-9681

FISCAL AUTHORITY District Board/County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	17	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

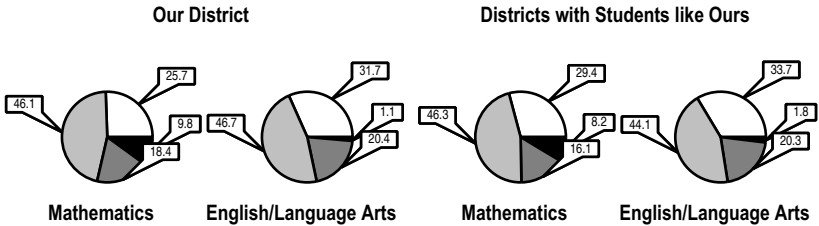
FOR MORE INFORMATION, VISIT WEBSITES AT:

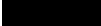



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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	65.4	60.4	67.0	64.9	62.4	64.6
Passed 2 subtests	17.3	18.4	17.2	18.1	19.2	17.9
Passed 1 subtest	10.7	12.9	11.0	10.3	11.5	9.9
Passed no subtests	6.6	8.3	4.3	6.7	6.9	6.9

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.5	12.1
Seniors who met the SAT requirement	9.5	12.4
Seniors who met the grade point average	53.6	49.3

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,760	99.4	31.7	46.7	20.4	1.1	21.5	17.6
Gender								
Male	912	99.2	37.7	43.4	17.8	1.1	18.9	17.6
Female	848	99.6	25.5	50.1	23.1	1.2	24.4	17.6
Racial/Ethnic Group								
White	943	99.4	20.4	49.3	28.5	1.9	30.4	17.6
African-American	790	99.5	45.1	44.1	10.5	0.3	10.8	17.6
Asian/Pacific Islander	6	100.0						17.6
Hispanic	17	100.0	43.8	25.0	31.3		31.3	17.6
American Indian/Alaskan	1	100.0						17.6
Disability Status								
Not disabled	1,515	99.8	27.6	48.3	22.8	1.2	24.0	17.6
Disabled	245	97.1	59.6	35.7	4.2	0.5	4.7	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	1,760	99.4	31.7	46.7	20.4	1.1	21.6	17.6
English Proficiency								
Limited English proficient	7	100.0						17.6
Non-limited English proficient	1,753	99.4	31.9	46.5	20.5	1.2	21.7	17.6
Socio-Economic Status								
Subsidized meals	1,114	99.4	40.2	46.6	12.9	0.4	13.3	17.6
Full-pay meals	645	99.5	17.8	47.0	32.9	2.4	35.3	17.6

Mathematics								
All students	1,760	99.7	25.7	46.1	18.4	9.8	28.2	15.5
Gender								
Male	912	99.8	25.4	45.6	18.4	10.6	29.0	15.5
Female	848	99.5	25.8	46.8	18.4	9.0	27.4	15.5
Racial/Ethnic Group								
White	943	99.7	15.3	43.1	26.2	15.4	41.6	15.5
African-American	790	99.6	38.3	49.9	8.7	3.1	11.8	15.5
Asian/Pacific Islander	6	100.0						15.5
Hispanic	17	100.0	6.3	56.3	25.0	12.5	37.5	15.5
American Indian/Alaskan	1	100.0						15.5
Disability Status								
Not disabled	1,515	99.9	21.4	47.0	20.3	11.3	31.6	15.5
Disabled	245	98.0	53.9	40.6	5.5		5.5	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	1,760	99.7	25.6	46.2	18.4	9.8	28.2	15.5
English Proficiency								
Limited English proficient	7	100.0						15.5
Non-limited English proficient	1,753	99.7	25.4	46.3	18.5	9.9	28.3	15.5
Socio-Economic Status								
Subsidized meals	1,114	99.8	32.0	50.3	13.3	4.3	17.6	15.5
Full-pay meals	645	99.4	15.0	39.3	26.8	18.9	45.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
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Mathematics								
2002	Grade 3	253		22.0	48.8	20.0	9.2	29.2
	Grade 4	266		29.1	38.9	18.9	13.2	32.1
	Grade 5	288		31.1	42.4	16.3	10.2	26.5
	Grade 6	274		30.1	40.1	20.8	8.9	29.7
	Grade 7	320		39.6	31.3	17.1	12.0	29.1
	Grade 8	288		42.1	43.2	10.0	4.6	14.6
2003	Grade 3	299	100.0	20.1	53.9	17.6	8.5	26.1
	Grade 4	257	100.0	16.0	52.7	19.8	11.5	31.3
	Grade 5	289	99.7	29.6	48.1	15.2	7.0	22.2
	Grade 6	309	100.0	24.9	37.0	23.6	14.5	38.0
	Grade 7	280	99.3	26.0	37.0	21.0	16.0	37.0
	Grade 8	326	99.1	35.4	48.6	13.5	2.6	16.1

Terra Nova: a national, norm-referenced achievement test.

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Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

Test	Grade	Year	Percent of students scoring							
			Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	256	89.1%	211	9.5%	269	71.4%
Gender						
Male	134	88.8%	114	12.3%	142	70.4%
Female	121	89.3%	97	6.2%	127	72.4%
Race or Ethnic Group						
African American	102	81.4%	82	2.4%	120	61.7%
Hispanic	1	I/S	0	N/A	0	N/A
White	151	94.0%	128	14.1%	149	78.5%
Other	1	I/S	1	I/S	0	N/A
Disability Status						
Non-speech disabilities	17	64.7%	12	0.0%	29	0.0%
Students without disabilities	238	90.8%	199	10.1%	0	80.0%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	254	89.0%	211	9.5%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	255	89.0%	211	9.5%	269	71.4%
Lunch Status						
Subsidized meals	98	80.6%	64	0.0%	121	42.1%
Full-pay meals	157	94.3%	147	13.6%	148	95.3%

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	444	462	456	473	900	935
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	16.5	16.7	17.7	18.0	17.9	18.3	17.5	18.1	17.5	17.9
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,739)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.8%	Up from 5.1%	4.2%	4.0%
Attendance rate	95.3%	Down from 96.3%	95.3%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.8%	Up from 6.7%	10.6%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.9%	Down from 10.0%	11.3%	10.6%
Older than usual for grade	5.5%	Down from 5.6%	5.0%	5.5%
Suspended or expelled	1.0%	Down from 1.4%	1.7%	1.6%
Enrolled in AP/IB programs	3.1%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	130	Up from 100	127	186
Completions in adult education GED or diploma programs	67	Up from 46	56	40

Teachers (n= 270)				
Teachers with advanced degrees	42.6%	Up from 40.6%	44.1%	47.8%
Continuing contract teachers	91.1%	Up from 81.5%	83.8%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.2%	Down from 88.1%	88.9%	89.5%
Teacher attendance rate	95.9%	Up from 94.8%	95.1%	95.1%
Average teacher salary	\$38,430	Up 0.9%	\$38,968	\$39,707
Prof. development days/teacher	7.4 days	Up from 6.4 days	11.8 days	11.3 days

District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	20.4 to 1	Up from 13.2 to 1	20.1 to 1	20.6 to 1
Prime instructional time	90.4%	Up from 90.1%	88.8%	89.0%
Dollars spent per pupil*	\$7,318	Up 5.1%	\$7,392	\$7,412
Percent spent on teacher salaries*	55.6%	Up from 55.1%	56.4%	56.0%
Opportunities in the arts	Fair	Down from Good	Excellent	Excellent
Parents attending conferences	97.9%	Up from 89.0%	95.7%	96.1%
Number of schools	11	Up from 10	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	Up from 0	0	0
Portable classrooms	2.7%	Down from 7.5%	2.3%	3.5%
Average age in years of school facility	22	N/A	25	26
Number of schools with SACS accreditation	10	N/A	9	8

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE

Board Membership

9 trustees elected to single-member seats

Fiscal Authority

District Board/County Council

Average Number of Hours of Training Annually

2.0 per board member

Percent new trustees completing orientation

100.0%

DISTRICT SUPERINTENDENT'S REPORT

The game plan for Abbeville County Schools centers around continued academic improvement for each student in every school. Teachers and staff are involved in exploration of "best practices" that will provide optimum quality instruction for each student in the county's schools.

Students have benefited from grant-sponsored afterschool programs as well as small group and individual tutorial programs. Strategies that included reading comprehension, writing for understanding and higher order thinking skills are a few of the many programs utilized by classroom teachers.

The excitement of a new building program was experienced by four of the county's ten schools. J.S. Wright Middle School moved to a completely new campus while the three high schools in our district enjoyed significant improvements to their buildings. These improvements have the county's physical facilities for education in better condition than they have been in recent history.

The challenge of reaching proficiency for every student in the district in ten years remains a formidable task. It is only by working together as a community (students, teachers, staff, parents and the private sector) that we can make annual progress toward obtaining this goal.

Dr. C. Michael Campbell
Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

